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ABSTRACT

This report describes the early childhood educator training programs of the 4-C (Community Coordinated Child Care) project, held in Milwaukee and Dane Counties, Wisconsin from 1970 to 1973. The goal of the training programs was to help teacher-directors, teachers, teacher-aides, and parent-assistants become aware of ways to improve and expand child care services through a coordinated approach involving expanded use of community resources. A combination of training workshops and follow-up sessions were held, using people from agencies in each community as resources. Program objectives, administration staff, projects and possible impact on child care are discussed briefly. (CS)

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Final Report

Wisconsin Pilot 4-C Training Grant

Center for Extension Programs in Education
University of Wisconsin
Madison, Wisconsin

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INTRODUCTION

In April of 1969 a number of individuals concerned about the care and education of young children met to discuss Community Coordinated Child Care, or 4-C as it is commonly called. The 4-C idea is one of coordination, that is, of individuals, schools, centers, and agencies working together to help each other provide the very best programs for young children. Following that initial meeting, a Dane County 4-C Committee was established and has met regularly.

In the fall of 1969, the Dane County 4-C Committee and representatives from Milwaukee urged the development of a proposal to provide training for teacher-directors, teachers, teacher-aides, parent-assistants and others concerned with the education of young children. The training was to help these persons become aware of ways to improve and expand child care services through a coordinated approach involving expanded use of community resources.

In Dane and Milwaukee counties attempts have been made to develop expanded, comprehensive, coordinated child care services through the 4-C organization. These two counties include the two major cities in the state, Madison and Milwaukee, and the greatest concentration of child care services. The success of these 4-C programs is by no means assured for a number of reasons, the most important of which is the lack of knowledge of child care teacher-directors, teachers, and aides of means of relating their program efforts to other child care efforts and to the interests of the larger community. Another is the attitudes of

child care staff which prevent them from identifying ways and means of coordinating their efforts and involving parents and community in their program efforts. The purpose of this project has been to improve these situations in order that children in the two communities may have excellent child care opportunities.

This program is unique in that it does not deal strictly with teacher-child relationships, but rather with the child care program and its relationship with parents and community. We have developed a process oriented workshop with speakers, discussions, group sessions for persons to share ideas and work through problem-solving situations, and films. We have hoped to establish better understanding and communications with all those involved with young children and their families.

PROPOSAL--OBJECTIVES

The objectives for the 4-C Training project as stated in the proposal submitted for Educational Professional Development Act funding are:

1. To create awareness among 4-C early childhood program teacher-directors, teachers, and aides of the opportunities available to them to expand and improve child care services through a coordinated approach involving expanded use of community resources, and to create an interest in utilizing this approach.
2. To enable 4-C program staff members individually and

collectively to obtain knowledge needed to:

a. Improve overall program quality by drawing on the strength of each of the participating organizations.

b. Insure continuity of care for children through using multiple sources of funding.

c. Establish program activities which could not be readily accomplished by a single agency.

d. Reduce cost to participating agencies through the economies of larger scale purchasing.

e. Establish additional opportunities for staff development and progression.

f. Simplify and make more effective administrative relationships between local programs and state and federal programs.

g. Secure appropriate involvement of parents in program planning and operation.

h. Utilize program evaluation for program improvement.

Continuing into the second year additional objectives were:

1. To identify the critical problems which interfere with the development of community coordinated child care services.
2. To identify community resources (people and materials) to tap for needed information related to problems identified.
3. To develop a means to obtain information from community resources.
4. To outline feasible alternatives for critical problems, which would permit or support coordination of services.
5. To develop a system to evaluate the plan after it has become

operational and to measure its effects.

In addition to the on-going objectives, third year objectives were:

1. To continue to outline and modify feasible alternatives for problems which interfere with the development of community coordinated child care.
2. To develop evaluation procedures for the on-going evaluation of full scale programs.

To accomplish the project objectives a combination of summer training workshops and follow-up sessions have been held for teacher-directors, teachers, and aides in each community commencing in the summer of 1970. (Schedules and agenda available upon request.) The workshops and follow-up sessions relied heavily upon a problem solving approach, making maximum use of individuals from relevant agencies in each community as resource people.

ADMINISTRATION

Staff for the project included a director in Madison and an associate director in Milwaukee, both involved in early childhood programs at the respective campuses of the University of Wisconsin. They were assisted by instructors coming from two cooperating state or community agencies. Community resource people, professional workers from fields related to child care, and consultants were included in the training sessions, not only to provide knowledge and expertise for trainees, but also to become more cognizant of the coordinated approach to providing and improving child care needs.

This project involved three advisory groups; that is, local advisory groups in Madison and in Milwaukee and an University Advisory Committee.

Local Advisory Committees

Local advisory groups were composed of three members appointed by the local 4-C Boards of Directors in each location, three members selected by the participants from the training programs and the director or associate director.

The local advisory committees were asked to assume the following responsibilities:

1. To determine criteria for participant eligibility for both the second and third year programs and the repeated first year program.
2. To determine criteria for the selection of board members and parents to be included as full-time resource people in each training program.
3. To establish the time and the means for dissemination of information to persons eligible for training.
4. To review general content outline for previous training and suggest possible local resource people.
5. To identify needed community programs to be conducted in cooperation with the local 4-C organization by the University of Wisconsin Center for Extension Programs in Education.
6. To help plan the training program with the participants.
7. To continuously evaluate the on-going programs.

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8. To assist in coordinating the efforts of the 4-C Training Program and the local 4-C Board of Directors.

The local advisory groups have worked closely with the staff in the development of program content. In addition they have contributed substantially in the selection of lecturers and consultants.

University Advisory Committee

The composition of the University Advisory Committee was:

5 Representatives of the 9 concerned departments in the University of Wisconsin--Madison and Milwaukee campuses (these will include representatives of both resident departments and extension departments)

3 Representatives of the State Inter-Agency Panel on Early Childhood Programs

1 Representative from the Madison Advisory Committee

1 Representative from the Milwaukee Advisory Committee

4 Parents representing four distinct Need Groups

1 Director--4-C Program

1 Associate Director--4-C Training Program

The responsibilities of the University Advisory Committee were:

1. Implementation of community training programs funded by the University.
2. Support and guidance in the course development and course approval process at each institution.

The prime function of this body has been as a channel for communication between the two campuses and between the state departments represented (Division of Family Services, Department of Public Instruction and Department of Local Affairs; e.g. State Head Start Coordinator) and the University of Wisconsin. This committee has discussed the problems that exist in the structure of the University, e.g. between resident departments and extension departments, but it has no power to change or modify the structure.

TRAINING PARTICIPANTS

As stated in the proposal, training participants were any teacher-director, teacher, assistant teacher, teacher-aide, or parent-assistant working in a licensed day care program in Dane or Milwaukee Counties. Participants were selected by the training workshop staff and the Dane and Milwaukee County 4-C Training Advisory Board. Some of the criteria used in the selection were the individual's continued involvement in child care services and the type of agency or school in which the individual was working so the representation of personnel would reflect different types of programs. While any number of persons from an agency, individual school, or center could apply, initial selection was limited to two persons in the positions of teacher-director, teacher, or assistant teacher, and one person working as an aide or parent

assistant from each agency, school or center, for the training. If space was available after the initial selection, other applicants from the same agencies were considered.

Statistics available for the 1972-73 year of the grant show that in Dane County there were 39 participants. Of these 4 were child care directors or teacher-directors, 13 were teachers, 11 were teacher-aides, 2 were parents, and 9 were in the other category which included social workers, volunteers, board members, health aides, and nutritionists. In Milwaukee County there were 24 directors or teacher-directors, 16 teachers, 19 teacher-aides, and 11 others. During the 1973 summer workshop Milwaukee enrolled 15 directors, 15 teachers, 6 teacher-aides, and 8 others while Dane County had 2 directors, 10 teachers, 6 teacher-aides, and 2 others.

TRAINING SESSIONS

The 1970-71 year of training involved 43 participants in Dane County and 40 in Milwaukee County. The 1971-72 Wisconsin Pilot 4-C Training Program provided training for 36 continuing participants and 71 new participants during the summer of 1971 in the Madison and Milwaukee communities.

The Milwaukee training session was held at the Kenwood Conference Center from June 14th to the 18th of 1971. Goals for the workshop were to define the 4-C concept on the national,

regional, and local levels, to discover how to implement the 4-C concept, to identify the current programs in the community and determine if they meet the needs, to discover the sources of financial support for child care services and to identify some of the problems which hamper the development of coordination and cooperation in Milwaukee County.

These goals were accomplished through presentations from specialists, panel presentations, role play situations, a group awareness session, and small group discussions. Some of the continuing trainees were given special training prior to the workshop and served as leaders for the small group discussions.

In Madison continuing trainees attended a workshop July 26-29 and new participants attended a workshop from August 9-12. Each of the continuing trainees selected one of the following areas of concentration for the week: (1) quality and cost of day care, (2) day care and the public schools, or (3) community and day care. Members in each area of concentration worked together to establish a goal for the year and a set of objectives to be accomplished. In addition to the small group work, the week included a group awareness session with emphasis on communication skills, panel discussions, guest speakers, and group discussions.

The week-long workshop for new participants could be divided into two segments, the first focusing upon some of the problems and issues in child care and early childhood education and the

second segment focusing upon some possible "solutions" or ways to work at the problems identified, such as 4-C, child advocacy, special programs like Parent Clout (funded through Dane County Head Start) and programs providing funds for child care. Speakers, discussions, and panels were all used during the week.

In September trainees in both Madison and Milwaukee started the second phase of the training, the Follow-Up Sessions. All participants are involved in a combination of individual activities, small group tasks focused upon a specific topic or concern, and total group meetings for reporting progress and hearing speakers.

For the year 1972-73, the Dane County component of the 4-C Training Project had 39 trainees enrolled. However, not all of these took it for the two credits in 472-364 "Workshop for Teachers of Pre-School Children." For the summer workshops, 19 new trainees enrolled for the first week, July 24-27, and 14 past trainees enrolled for the second week of the workshop, July 31-August 4. The six additional trainees (to make a total of 39) were past trainees who joined in September 1972. Because of job and vacation conflicts, they were unable to join the summer session.

The first week of the summer workshop was for new trainees. Sessions were held at the Wisconsin Center, Madison from 8:30 to 4:30, July 24-27. The teaching objectives for this week were:

1. To help each participant become knowledgeable of 4-C
   (a) to know what is meant by Child Care
   (b) to be able to define 4-C
   (c) to be aware of national trends and issues in Child Care

(d) to be aware of the intergovernmental relations concerning Day Care (national, state, county, local)

2. To help each participant become knowledgeable about the different forms of Child Care
   (a) to acquaint participants with different types of care
   (b) to help bring about understanding about needs for different types of care
   (c) to become aware of what parents expect to gain for their children
   (d) to help participants to be able to coordinate all facets of Child Care including parents, social workers, psychologists, etc.
3. To help each participant to be able to communicate within and without the profession of Day Care about the whys, and needs of quality Day Care for children

To achieve these objectives lectures, discussions, panels, and group participation were planned to include sessions on: group dynamics, stating and agreeing on objectives, defining child care, parent involvement, infant stimulation and care, types of child care available in Dane County, National and Regional OCD relationships to the 4-C, national issues in child care, state and county services, and use of volunteers in child care.

The second week of the workshop was designed to have past trainees meet on Monday, July 31 and Tuesday, August 1, and all trainees to meet together Wednesday, August 2, Thursday, August 3, and Friday, August 4. This decision was based on recommendation

of Dane County 4-C Advisory Committee. It was felt that if all trainees could be involved in a concentrated series of meetings, it would facilitate working together in the follow-up sessions.

The teaching objectives for the second week were:

1. To help participants be aware of the 4-C concept and coordination and implementation with other services to young children and their families
   (a) Public education
   (b) Social services
   (c) Nutrition
   (d) Nursing--Medical--Pediatrics
   (e) Legal services
2. To help participants develop public relation techniques and advocacy strategies for Child Care
3. To support special interests and endeavors of participants and provide techniques for implementation

To achieve these objectives, sessions were held on defining objectives, communications, skills, agency management, advocacy, public education perspectives, leadership skills, community support services, and organizing small group projects.

At the end of the two weeks the trainees had organized into six small groups and concerned themselves with: staff training, supportive services available for parents, improvement of family day care, public relations, public school relationships, and resources file for parents and teachers.

The September follow-up session involved discussion and

dialogue with the Dane County 4-C staff. It was felt that this would help to understand the functions of the training program and the administration program (Dane County 4-C), to thus complement, coordinate, and cooperate to enhance both groups.

The October follow-up session involved trainee participation at the Wisconsin Early Childhood Workshop in Milwaukee, October 13 and 14. At the same time the small groups continued to work on their projects. Vea Baugh had responsibility for working with the groups concerned with staff training and improvement of family day care. Phyllis Pirner worked with the other four groups.

The December follow-up session was concerned with the Child Development Associate degree and involved a meeting with C. Ray Williams, Executive Director of CDA Consortium, Inc. Another session during the year included a meeting with public school kindergarten teachers to achieve a better understanding of respective roles and goals and a coordination of activities to enhance the young child's school life. Trainees were also encouraged to participate and did attend meetings such as a lecture by Dr. David Elkind at the University of Wisconsin-Milwaukee, state day care hearings, monthly meetings of the Madison Association for the Education of Young children, the NAEYC meeting in Atlanta, Georgia, executive board and general membership meetings of 4-C's in Dane County, Inc., and a regional 4-C seminar in Chicago, Illinois. Continuously during the year the trainees also worked on their group projects.

The objectives for the Dane County summer 1973 workshop were:

1. To be able to assess one's status and plan for future

work; to analyze work and share with others

2. To be exposed to new concepts in child care services
3. To become familiar with providing care for handicapped children within the classroom setting
4. To be aware of diagnostic and treatment resources within the community
5. To gain information and knowledge on different learning environments for children
6. To learn to work with parents
7. To become informed about national trends and implications within the 4-C concept
8. To be able to develop personal goals in carrying out the 4-C concept

These very pragmatic objectives were formulated after the trainees had completed a questionnaire to state their interest in a summer workshop and their personal objectives along with suggestions for sessions, resources, and consultants. The project director and instructor had for their goal the encouragement and support for the participants to assume leadership roles within the day care community. Therefore, the first morning of the workshop was a self-assessment of the individual's strengths and weaknesses and a self-plan for each one to use their potential. Project reports for the past year were included in this as they reported on results of work, analysis of the work, and follow-up procedures.

Other meetings during the week were held on new concepts in child care, primarily family day care, home start, and satellite day care. Learning environments for children including Montessori, Child-centered, Piagetian, and open education were reviewed and discussed as well as working with special children in the classroom. Wisconsin recently passed legislation stating that public schools must provide educational services for handicapped children aged 3 through 20. Since some of the public schools will not be able to provide these services immediately for the preschool child, they may contract with private providers, and the bill takes on new meaning for child care services. Along with this a meeting was held with the Children's Treatment Center and Dane County Mental Health to determine what resources they provided to the community and how to obtain their services. Other sessions were held on nutrition for the pre-school child and parent education and involvement in the classroom. Throughout the week participants engaged in independent study and initiated projects they hope to continue working on independently during the year. The final session of the week was devoted to working with the executive director of 4-C's in Dane County to formulate plans on their continued involvement and support of 4-C's and how they would commit themselves to this. On the evaluation form for the week of training this session rated most highly as participants realized they could express themselves and their ideas, show and trust each other, and make a decision for the future of the 4-C concept.

In the year 1972-73 the Milwaukee County component got off to a very good start because of the enthusiasm and interest of the

previous years' trainees. A number of the former trainees were interested in continuing to meet during the summer of 1972. Subsequently, a plan was developed. This plan allowed them to work on specific projects of their choice from a list of needed resources and information suggested by trainees and the 4-C's agency.

A guide sheet was given to each individual or group of individuals who chose to do a project, to help them plan and organize their time and resources needed to implement the project.

Members of the Milwaukee 4-C Project staff, along with Mrs. Jeanne Blum, who worked as a consultant, worked with individual trainees reviewing and discussing problems that they encountered and additional resources, to help them complete their projects. All of the projects were turned over to the 4-C's agency for distribution to individuals and agencies.

The next major activity was to formulate a Milwaukee Advisory Committee according to the 4-C's Pilot Training Program Proposal. The Committee met on July 5, 1972, and developed a list of priorities for selection of 1972-73 trainees, and suggested program content for the summer workshop. The workshop was held August 7-11, at the University of Wisconsin-Milwaukee Union. The emphasis for the week was "Issues in Child Care."

After an exciting workshop opening using the theme "I'm OK; You're OK," as interpreted by two psychiatric social workers, Mr. James Fisco of the Region V HEW office in Chicago delivered the keynote address on Issues in Child Care. He covered issues on the child, parent, staff, community level as well as on a local state

and federal level.

Small groups met during the week to hear about and discuss some of these issues in greater detail. The issues included Resources in Child Care (federal, state, local), Sex Education in the Preschool, Operating a Child Care Center in Wisconsin, Race Awareness in Preschool Children, Art, Health Care of Infants, and How to Organize to Deal with Child Care Issues.

A session on "Getting Parents Into the Act" was attended by all trainees. A panel of parents presented their concerns and frustrations to the group and heard members of the group respond regarding their own feelings of frustration over the difficulty of getting parents involved in center activity. Suggestions were offered by staff and parents, and were countered by staff and parents. The feeling of the group according to their written evaluation was that the issue was unresolved, and there needed to be a great deal more discussion as well as action by both staff and parents.

Trainees were assigned to small groups according to a combination of criteria:

1. Their job responsibilities at their Center
2. Whether they were new or former trainees
3. Whether there were one or more trainees from their Center

On Thursday, a group of 4 trainees attended a full day discussion at the State Office Building on the new State Plan for Title 4-A Funds. (These funds support more than 75% of day care costs in the Milwaukee County Community.)

Many of the workshop participants have continued to work with the problems around the title 4-A funding for day care. The trainee group joined forces with United Community Services

representative, the Day Care Administrators group, the 4-C's Agency and Parent Groups of several Day Care Agencies. Other trainees have chosen to spend most of their follow-up hours implementing other projects needed by the 4-C's Agency as resource materials. A substantial number of trainees, however, prefer the group meetings around specific subject areas with resource materials and people.

The September 27, 19[illegible] follow-up session featured a report on projects that had been completed up to that date. The objectives of the 1972-73 program were:

1. Upgrading the quality of care in day care centers through the exposure of personnel to concepts of and directions in early childhood education as opposed to custodial child care.
2. Political education and community organization.
3. Commitment to a viable 4-C's organization.
4. Communication--both center to center, staff member to staff member, and parent to parent.
5. Providing training that was both enriching and supporting.

During the year the trainees were encouraged to attend Milwaukee AEYC meetings, Social Development Commission Committee meetings (OEO delegate agency), school board meetings, Model Cities Committee meetings, and, of course, 4-C's Board meetings. The training sessions were as follows:

February 7 - "Cognitive Stimulation & Piaget" - Hannah Diamond, UWM

February 22 - Dr. David Elkind lecture

February 26 - "Jenny is a Good Thing" - film

"The CDA" - Canary Girardeau
CDA Consortium - Washington, D.C.
"New Title IV-A Guidelines"

March 6 - "Title IV-A Guidelines"

March 19 - "Parents Coalition of Milwaukee County" and attendance at Governor Lucey's meeting at Marshall High School

April 12 - "State Day Care Hearings"
"Directions for the 4-C's Agency & Board"
"Summer Workshop"

May 1 - "State Day Care Hearings"

May 15 - "Future of 4-C's Agency"
"Plans for Summer Workshop"
"Legislation" - John Maurice

The objectives for the summer workshop of the Milwaukee component June 25-29 were the same as for the previous year plus that:

1. Trainees approach their programs for young children in a more creative manner.
2. Trainees become aware of the expertise existing within their own ranks.
3. Trainees express a commitment to the survival of the 4-C's concept, the 4-C's Board and a 4-C's organization.
4. Trainees be exposed to various models of early childhood education and cognitive stimulation.
5. Trainees deal with some current issues in day care, i.e. behavior modification, sex education, infant care, safety requirements, Home Start.
6. Trainees develop a commitment to each other, and a broader commitment to the total child care situation in Milwaukee County.
7. Trainees begin to demand quality control above the minimum

state requirements.

Trainees were divided for their discussion groups on the basis of their function within their centers. Group I were parent aides; Groups II and III were teachers and teacher-aides, and Group IV were owners and operators.

The Milwaukee workshop for 1973 included sessions on the 4-C concept, structure of the Board, the development of a Day Care Center--policies, practices, and politics, curriculum for the pre-school, and behavior modification. Other meetings also involved issues in day care and included Home Start, sex education in pre-school, and infant care in groups. Trainees were exposed to models of early childhood education, specifically open education, Montessori, Engelmann-Becker, and behavioral analysis. The last day of the workshop was devoted to making and finding places for children, creatively. These were work sessions--one in figuring out day care slots and the other in creating furniture, toys, etc., in cardboard, foam rubber, etc. The closing session in the afternoon resulted in a stronger commitment to 4-C, a "hot line" of key people to contact for the purpose of sharing information as issues affecting day care occur, and the desire for more of this type of training.

PROJECTS--DEVELOPMENT OF MATERIALS

In the Milwaukee component the individual projects included a survey of field-trip possibilities, a 4-C's self-assessment, a Spanish-English dictionary, a survey of training possibilities

in the Milwaukee area, three nutrition projects, a survey of "last report" agencies for parents in Milwaukee, a survey of Title IV-A use, a research project concerning children's language and non-standard English, and the development and cataloging of the 4-C's resource center.

During the 1971-72 project year one group of participants in Dane County worked on a project dealing with the status of day care in Dane County. To determine this a questionnaire was devised and circulated to day care providers to gain needed information. Another group worked on the issue of day care and the public schools while a third group developed a brochure for parents to assist in the selection of a child care facility. In addition to this an annotated bibliography of all training materials, pamphlets, books, etc., was done by one of the trainees.

For the 1972-73 project year the trainees in Dane County again worked on group projects including a questionnaire and compilation of information on teacher continuing education; what is needed, what is available, and procedures to obtain what is lacking. Another group compiled and published a booklet on "Supportive Services Available to Dane County Residents" which has been circulated to all child care services in the county. The public relations project for the year was concerned with obtaining statements from candidates running for elective offices in the fall and spring elections. These statements were then printed and circulated without editorial or endorsement to child care providers and parents to be used to inform them to make their

decision in voting. A resource file for parents and teachers was another project completed. This file includes information on field trips, resource people, associations and organizations, magazines and publications, children's books, books and articles for parents and teachers, music and movement for young children, visual aids, and equipment and materials. Two copies of the resource file are available to staff and parents. One is housed at the Dane County 4-C office, and the other is with the Madison regional office for day care licensing in the Department of Health and Social Services. Finally, one trainee continued working with the public schools on their "Tricycle Years Program" to strengthen the 4-C relationship with the schools and provide relevant coordination of activities.

EFFECTS--IMPACT

Although the broad goals and purposes of the training grant proposals were the same for Milwaukee and Dane Counties, the methods used to achieve these were different due to the unique strengths and weaknesses of the 2 groups. Evaluation could focus on the changes obtained in terms of general stated objectives for the project. It has been felt that a child care staff training program dealing with knowledge and attitudes as being essential to expanded and improved services is needed. It should also be noted that expansion and improvement is also dependent upon several factors, and the training program is only one. There are

many diverse and sometimes unorganized administrative and fiscal programs, and the training program will only be able, at times, to provide a knowledge base for change and improvement. Neither did this training program intentionally concern itself with methods of child care and development but rather a type of leadership training and ability to communicate with local resources and utilize resources. Another aim of the project was the wider involvement of community agencies and organizations with potential for supporting child care services and a more awareness of child care services.

An assessment might focus on any change in behavior and attitude of participants in relation to their working in their various child care centers, any involvement and utilization of community resources, and any changes in awareness, interest, and knowledge of child care services. It should also be noted that there possibly are two levels of change. That is, an awareness of child care facilities, etc., without application which is quite conceivable, and the improvement of child care facilities and services which is a further step than awareness.

In 1973 Milwaukee reports that their training has been successful because it started where people were. The trainees would like to continue working with the university for credit, but if that is not feasible, some of the operators would work together to hire their own consultants to hold this type of training. Isn't this one of the things 4-C's is all about? That people can express their needs openly and work together to achieve them rather than

each provider of services working independently. The growth of participants has been tremendous, and they are now really ready to move forward.

Specific impact for the Milwaukee program has been the development of a Parent Coalition of Milwaukee County, of a hot-line among Day Care Centers to inform operators, parents, and staff of issues crucial to day care, and a commitment on part of the Operator's Association and Parent Coalition to advocate for higher quality above the state's minimum guide-lines.

Dane County too feels this confidence and trust as they serve on advisory committees to state day care licensing, the executive board structure of 4-C's in Dane County, Inc., and the advisory committee to Madison Area Technical College to relate and secure specific training needs. Participants have also begun to work together on cluster training for staff, specifically so far in the area of nutrition for cooks in day care centers.

Another outgrowth of the training grant and also the continued focus on early childhood education has been the changes taking place within established institutions. The Department of Home Management and Family Living (Child Development) on the University of Wisconsin-Madison campus with the University of Wisconsin-Extension is sponsoring five 1/2-hour TV programs on "Early Childhood Explorations" to be aired the fall of 1973 on the statewide educational network. This is aimed at staff and parents and will include related study guides. The Department of Home Management and Family Living has also approved the adoption

of a community study group, but at this time implementation has not yet taken place.

A start has been made and with continued awareness and support the future should be even better.